

	Middle Years Programme	Form F3.1
	Moderation coversheet: Subjects	

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School name: VICTORIAL SHANGHAI ACADEMY School code: 2634

**MATHS**

Student's name/number: Michael Budihardjo Subject: (STANDARD)

The student's work is (please mark box):

☒ comparatively good
 ☐ average
 ☐ comparatively weak

Nature and title of assessment task		Criteria					
		A	B	C	D	E	F
1. <b>Test</b>	Teacher	<b>4</b>		<b>3</b>			
	Moderator						
2. <b>The Bench</b>	Teacher	<b>7</b>		<b>6</b>	<b>6</b>		
	Moderator						
3. <b>The Company Report</b>	Teacher		<b>8</b>		<b>5</b>		
	Moderator						
4. <b>A Trig Identity</b>	Teacher		<b>6</b>				
	Moderator						
5.	Teacher						
	Moderator						
6.	Teacher						
	Moderator						

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: BONNIE LUK

Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Names of teachers involved in internal standardization for this subject:

Daniel Slosberg

Teacher's comments:

Task	Criterion	General remarks	Further information
Test	A	Able to complete most of the more complex questions.	Although a few sections of Question 5 (the Challenging questions) is done successful, they are just some guidance (complex questions) to the challenging part of the question.
	C	General logical throughout the paper.	It seems pretty hard to follow at on Question 4 and Question 5
The Bench	A	Transformation of shifting stretch and reflection, including compound transformations	Range and domain is specified for some functions, which is unfamiliar to the standard students.
	C	A good use of mathematical language is show.	The only bit missing is the footnote, yet bibliography is provided.
	D	Able to reflect how realistic the calculations could be put in to real-life situations.	Again, the calculations of the percentage error is missing. Yet still able to provide the how realistic could be in real-life and suggested improvements could be made.
The Company Report	B	Able to generate a few patterns and suggested the better one with supports.	Predication on new data and justifications are provided.
	D	Able to define the degree of accuracy and ways to improvement.	It is not clear that how the data found could relay to the real-life situation.
A Trig Identity	B	Able to provide a general pattern with justification	Although the pattern is not the one as setter expected. Prove and justification is provided.